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News Summary

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Tenure at the University of Nevada has survived a recent battle between regents and faculty members. Story on Page 5.

Some scientists and religious leaders want to ban genetic experiments that would "irreversibly" alter the gene pool. Story on Page 7.

Twenty years have passed since Gov. George C. Wallace stood in a doorway at the University of Alabama and tried to block the enrollment of the university's first black students. Story on Page 3.

Nursing schools may be hit hardest by new rules to force health-professions schools to reduce delinquency rates in the student loans they administer. Story on Page 13.

A lawsuit by a former athlete against the University of Michigan and two coaches has been reinstated. Story on Page 17.

Getting a gift or grant from a computer company can depend on whom you know and how well your needs match the company's. Story on Page 25.

Turnover rates for college administrators are highest among some of those who work closest to presidents. Story on Page 25.

The study of folklore in the U.S. has come of age as a discipline, as the new *Handbook of American Folklore* attests. Story on Page 27.

Vista University, South Africa's first "university for blacks in the white area," opened earlier this year to criticism from opponents of apartheid. Story on Page 21.

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Job Market for College Graduates Called 'Bleak' for Rest of 1980's

By JACK MAGARRELL

The American economy is not expected to produce new high-level jobs as fast as college students are trained to fill them in the remaining years of this decade, a Stanford University researcher has warned.

"The outlook for the 1980's appears bleak," says Russell W. Rumberger, in a study of the job market for college graduates from 1960 to 1990.

"Employment growth will not produce widespread opportunities in high-level, high-technology fields, contrary to popular belief," Mr. Rumberger says. "In fact, employment growth in professional and managerial occupations will be smaller than in either the 1960's or the 1970's."

The number of new college graduates looking for jobs will grow more slowly during the 1980's than in the 1970's, he says, but the number of high-level jobs available for them will grow much more slowly.

An increasing number of graduates, he says, "will be forced to accept jobs incommensurate with their level of training."

Debate over Education's Value

The job-market analysis by Mr. Rumberger, a research associate at the Institute for Research on Educational Finance and Governance at Stanford, adds fuel to a continuing debate over the economic value of higher education in a time of changing employment patterns.

High-technology education is advertised by many colleges and universities as a student's best hope for success in the competition for jobs.

Leaving aside arguments over the relative merits of specialized versus general education as preparation for a fast-changing, technologically advanced world, there is disagreement over such fundamental

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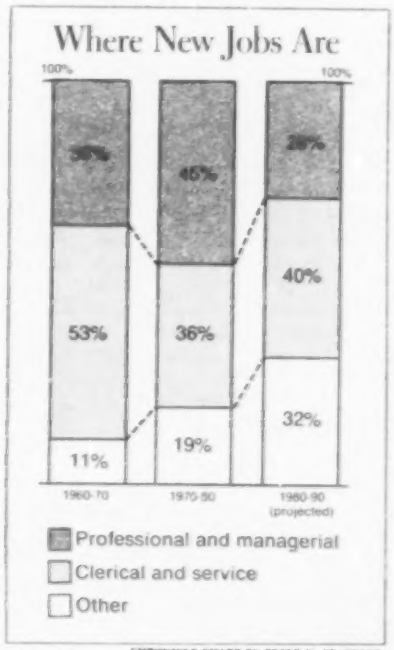

CHRONICLE CHART BY PETER H. STAFFORD
SOURCE: RUSSELL W. RUMBERGER

Stations Asked to Help Rescue Public Radio

NPR seeks $1.6-million of affiliates' 1984 grants

By MALCOLM G. SCULLY

WASHINGTON

The country's 281 public-radio stations have been asked to turn over a total of $1.6-million from their fiscal 1984 federal grants to help National Public Radio cope with a massive budget deficit.

In appealing to station managers for the transfer, Ronald C. Bornstein, the acting chief operating officer of N.P.R., said that without the $1.6-million, "this organization will close down."

Managers of the stations, 159 of which are affiliated with colleges and universities, were voting by mail last week on whether to agree to the request. Several said that, while they knew of some opposition, they expected a majority of the stations to approve the transfer.

Even if the stations agree, the move still would have to be approved by the board of the Corporation for Public Broadcasting, which allocates federal money to public radio and television stations in the form of "community-service grants." The C.P.B. board is scheduled to meet next week.

The appeal for $1.6-million was one of several steps considered by N.P.R.'s board

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Sports Organizations Maneuvering to Get TV Negotiating Rights

By JOHN A. CROWL

DALLAS

Two major sports organizations are maneuvering to see which will be able to negotiate contracts to put intercollegiate football games on television this fall.

At its annual meeting here last week, the College Football Association unanimously approved a "contingency plan" for negotiating a television contract for the 1983 season if the National Collegiate Athletic Association is prevented from doing so by the courts.

This week, a subcommittee of the N.C.A.A.'s football television committee is meeting with lawyers to develop an "alternative plan" that would conform to federal antitrust laws and any court order that is handed down. It will present a plan to the full committee next week. The N.C.A.A. may call a meeting of all Division I football-playing institutions later this summer to act on the alternative plan.

A federal court order stripping the N.C.A.A. of its exclusive control over TV football contracts has been stayed until a court of appeals rules on the association's request for a rehearing. But, lawyers note,

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Basic Skills of College-Bound Students Show Little Improvement, Survey Finds

By BEVERLY T. WATKINS

Campus officials see few signs of improvement in the academic preparation of college-bound students, according to a survey conducted for *The Chronicle*. Indeed, the survey found, students' command of basic skills and knowledge of the basic disciplines may be deteriorating.

About 60 per cent of the colleges and universities participating in the survey reported no change from the previous year in the reading, writing, and mathematical abilities—already widely conceded to be inadequate—of the new students coming to their campuses for the 1981-82 academic year. Between 25 and 30 per cent of the institutions said the academic skills of their freshmen and transfer students had actually decreased from the previous year. About 10 per cent said the skills of these students had increased.

About two-thirds of the institutions reported that there was no change in the new students' level of knowledge in science, the humanities, or social studies. Roughly one-fifth of the colleges found that their students had less grounding in these disci-

Continued on Page 8, Column 1

College Boxing: Down, but Not Out

Boxing is undoubtedly the most controversial sport on college campuses. Its advocates say boxing promotes discipline and courage and claim it is safer than football. Its opponents call it a brutal sport and point out its tragedies.

For details, see the "Athletics" section, which begins on Page 17.

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Basic Skills

Continued from Page 1

plines than did the new students in the previous year.

Despite the survey's findings about students' abilities at the time they entered college, it did indicate that higher-education institutions were trying—with some success—to raise academic standards and improve the quality of the learning environment. And the students, once they got to college, were working harder, campus officials said.

The survey supports the recent findings of the National Commission on Excellence in Education and several other groups, which concluded that American education in general is in a sorry state and that students are inadequately prepared in "the basics." In its report, the commission on excellence called for a stronger emphasis on academic subjects, recommending, among other things, that high-school students be required to take four years of English, three years each of mathematics, science, and social studies, and a half year of computer science.

The Chronicle survey, which was based on a stratified random sample of 300 public and private two-year and four-year colleges and universities, compared students' academic preparation in 1981-82 with the skills and abilities of students one year earlier. The information in the survey, which was conducted by John Minter Associates, was provided by the chief academic officers of the institutions.

About 70 per cent of the institutions reported that faculty members were using more innovative teaching methods. Some were cutting back on the traditional lecture-and-discussion approach and making greater use of laboratories and studio instruction. Others were increasing the amount of independent study and providing more opportunities for experiential learning, such as work-study programs or internships.

About 35 per cent of the colleges and universities said their students were working more conscientiously, while about half reported an increased interested in grades. About 20 per cent said students' overall academic achievement had improved.

The survey found that colleges and universities were making more job-related services available to their students, and the students, for their part, were taking greater advantage of them.

More than 40 per cent of the institutions said they had increased opportunities for career counseling, while more than 35 per cent said they had boosted their job-placement services.

About 60 per cent of the private colleges—both comprehensive four-year institutions and the smaller liberal-arts colleges—reported that they had expanded their job-related services.

Between 50 and 55 per cent of all institutions reported that students' use of career services had increased. However, about 75 per cent of the private colleges said use of their career-counseling facilities was up. Between 60 and 70 per cent of those colleges reported that use of job-placement services had grown.

Most colleges and universities reported little change in the scope of their psychological counseling and health-care services, although about one-fourth said more students were using the available psychological counseling.

CHRONICLE SURVEY

Views of Chief Academic Officers on Changes in the Learning Environment, 1981-82

Students' Academic Preparation

	Increased	No change	Decreased	Don't know
Reading skills				
Public research universities	15.4%	61.5%	15.4%	7.7%
Private research universities	25.0%	75.0%	0.0%	0.0%
Public comprehensive colleges*	16.1%	51.6%	29.0%	3.2%
Private comprehensive colleges*	6.1%	84.8%	9.1%	0.0%
Private liberal-arts colleges	13.2%	60.4%	24.5%	1.9%
Public 2-year institutions	8.3%	52.8%	36.1%	2.8%
Private 2-year institutions	0.0%	83.3%	16.7%	0.0%
All institutions	10.4%	61.4%	25.9%	2.2%
Writing skills				
Public research universities	15.4%	57.7%	23.1%	3.8%
Private research universities	12.5%	87.5%	0.0%	0.0%
Public comprehensive colleges*	22.6%	58.1%	16.1%	3.2%
Private comprehensive colleges*	9.1%	66.7%	24.2%	0.0%
Private liberal-arts colleges	11.3%	62.3%	26.4%	0.0%
Public 2-year institutions	8.3%	52.8%	36.1%	2.8%
Private 2-year institutions	0.0%	50.0%	50.0%	0.0%
All institutions	10.7%	58.1%	29.6%	1.6%
Mathematical skills				
Public research universities	26.9%	42.3%	26.9%	3.8%
Private research universities	25.0%	62.5%	12.5%	0.0%
Public comprehensive colleges*	19.4%	58.1%	19.4%	3.2%
Private comprehensive colleges*	21.2%	60.6%	15.2%	3.0%
Private liberal-arts colleges	20.8%	52.8%	26.4%	0.0%
Public 2-year institutions	5.6%	61.1%	30.6%	2.8%
Private 2-year institutions	0.0%	66.7%	33.3%	0.0%
All institutions	13.6%	58.4%	26.1%	1.9%
Humanities & social studies preparation				
Public research universities	11.5%	69.2%	11.5%	7.7%
Private research universities	0.0%	75.0%	12.5%	12.5%
Public comprehensive colleges*	9.7%	67.7%	12.9%	9.7%
Private comprehensive colleges*	0.0%	81.8%	9.1%	9.1%
Private liberal-arts colleges	3.8%	71.7%	20.8%	3.8%
Public 2-year institutions	5.6%	61.1%	22.2%	11.1%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	4.8%	71.0%	16.4%	7.8%
Science preparation				
Public research universities	15.4%	61.5%	19.2%	3.8%
Private research universities	25.0%	50.0%	12.5%	12.5%
Public comprehensive colleges*	12.9%	61.3%	19.4%	6.5%
Private comprehensive colleges*	12.1%	66.7%	15.2%	6.1%
Private liberal-arts colleges	7.5%	66.0%	24.5%	1.9%
Public 2-year institutions	5.6%	61.1%	30.6%	2.8%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	8.2%	66.2%	22.2%	3.5%

Students' Attitudes, Behavior, & Achievement

	Increased	No change	Decreased	Don't know
Conscientiousness				
Public research universities	57.7%	38.5%	3.8%	0.0%
Private research universities	25.0%	62.5%	12.5%	0.0%
Public comprehensive colleges*	38.7%	61.3%	0.0%	0.0%
Private comprehensive colleges*	45.2%	45.2%	6.5%	3.2%
Private liberal-arts colleges	20.8%	73.6%	3.8%	1.9%
Public 2-year institutions	36.1%	58.3%	2.8%	2.8%
Private 2-year institutions	33.3%	50.0%	16.7%	0.0%
All institutions	34.1%	59.5%	4.6%	1.7%
Interest in careers				
Public research universities	80.0%	15.4%	3.8%	—
Private research universities	75.0%	12.5%	12.5%	—
Public comprehensive colleges*	84.4%	15.6%	0.0%	—
Private comprehensive colleges*	81.8%	18.2%	0.0%	—
Private liberal-arts colleges	81.1%	18.9%	0.0%	—
Public 2-year institutions	75.0%	25.0%	0.0%	—
Private 2-year institutions	100.0%	0.0%	0.0%	—
All institutions	81.0%	18.4%	0.6%	—
Interest in liberal learning				
Public research universities	7.7%	46.2%	42.3%	3.8%
Private research universities	0.0%	25.0%	75.0%	0.0%
Public comprehensive colleges*	6.3%	43.7%	50.0%	0.0%
Private comprehensive colleges*	12.1%	51.5%	36.4%	0.0%
Private liberal-arts colleges	7.5%	56.6%	34.0%	1.9%
Public 2-year institutions	11.1%	41.7%	47.2%	0.0%
Private 2-year institutions	0.0%	50.0%	50.0%	0.0%
All institutions	8.2%	46.9%	44.4%	0.6%
Grade & credential consciousness				
Public research universities	69.2%	26.9%	3.8%	0.0%
Private research universities	75.0%	12.5%	12.5%	0.0%
Public comprehensive colleges*	68.7%	31.3%	0.0%	0.0%
Private comprehensive colleges*	56.3%	43.8%	0.0%	0.0%
Private liberal-arts colleges	50.0%	46.2%	1.9%	1.9%
Public 2-year institutions	52.8%	47.2%	0.0%	0.0%
Private 2-year institutions	16.7%	83.3%	0.0%	0.0%
All institutions	52.7%	45.8%	1.0%	0.4%
Participation in extracurricular activities				
Public research universities	23.1%	65.4%	3.8%	7.7%
Private research universities	0.0%	75.0%	25.0%	0.0%
Public comprehensive colleges*	12.9%	74.2%	12.9%	0.0%
Private comprehensive colleges*	15.6%	78.1%	3.1%	3.1%
Private liberal-arts colleges	13.2%	75.5%	5.7%	5.7%
Public 2-year institutions	11.1%	72.2%	13.9%	2.8%
Private 2-year institutions	33.3%	66.7%	0.0%	0.0%
All institutions	14.6%	73.0%	9.4%	3.0%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program

Students' Attitudes *Continued*

	Increased	No change	Decreased	Don't know
General academic achievement				
Public research universities	26.9%	65.4%	7.7%	0.0%
Private research universities	37.5%	50.0%	12.5%	0.0%
Public comprehensive colleges*	26.7%	73.3%	0.0%	0.0%
Private comprehensive colleges*	18.8%	78.1%	0.0%	3.1%
Private liberal-arts colleges	18.9%	77.4%	1.9%	1.9%
Public 2-year institutions	16.7%	75.0%	8.3%	0.0%
Private 2-year institutions	16.7%	83.3%	0.0%	0.0%
All institutions	19.8%	75.2%	4.2%	0.7%
Interest in contemporary public affairs				
Public research universities	23.1%	61.5%	15.4%	0.0%
Private research universities	0.0%	50.0%	50.0%	0.0%
Public comprehensive colleges*	12.5%	59.4%	25.0%	3.1%
Private comprehensive colleges*	15.6%	62.5%	18.8%	3.1%
Private liberal-arts colleges	5.9%	70.6%	19.6%	3.9%
Public 2-year institutions	8.3%	66.7%	13.9%	11.1%
Private 2-year institutions	0.0%	83.3%	16.7%	0.0%
All institutions	8.7%	67.0%	18.7%	5.7%
Political activism				
Public research universities	3.8%	57.7%	34.6%	3.8%
Private research universities	12.5%	12.5%	75.0%	0.0%
Public comprehensive colleges*	9.4%	43.7%	43.7%	3.1%
Private comprehensive colleges*	3.1%	62.5%	28.1%	6.3%
Private liberal-arts colleges	5.8%	69.2%	19.2%	5.8%
Public 2-year institutions	2.8%	61.1%	25.0%	11.1%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	4.5%	62.7%	26.2%	6.6%
Use of drugs				
Public research universities	3.8%	61.5%	30.9%	3.8%
Private research universities	12.5%	37.5%	37.5%	12.5%
Public comprehensive colleges*	0.0%	37.5%	37.5%	25.0%
Private comprehensive colleges*	0.0%	50.0%	37.5%	12.5%
Private liberal-arts colleges	0.0%	50.0%	36.5%	13.5%
Public 2-year institutions	2.8%	44.4%	22.2%	30.6%
Private 2-year institutions	33.3%	33.3%	33.3%	0.0%
All institutions	4.7%	44.8%	31.0%	19.4%
Use of alcohol				
Public research universities	32.0%	60.0%	8.0%	0.0%
Private research universities	37.5%	50.0%	12.5%	0.0%
Public comprehensive colleges*	15.6%	53.1%	3.1%	28.1%
Private comprehensive colleges*	31.3%	56.3%	3.1%	9.4%
Private liberal-arts colleges	26.9%	55.8%	1.9%	15.4%
Public 2-year institutions	13.9%	52.8%	0.0%	33.3%
Private 2-year institutions	33.3%	66.7%	0.0%	0.0%
All institutions	22.2%	55.4%	1.9%	20.5%

Trends in Instruction

	Increased	No change	Decreased	Don't know
Laboratory and studio instruction				
Public research universities	7.7%	88.5%	0.0%	3.8%
Private research universities	0.0%	100.0%	0.0%	0.0%
Public comprehensive colleges*	28.1%	65.6%	6.3%	0.0%
Private comprehensive colleges*	6.3%	90.6%	0.0%	3.1%
Private liberal-arts colleges	17.0%	83.0%	0.0%	0.0%
Public 2-year institutions	17.1%	82.9%	0.0%	0.0%
Private 2-year institutions	33.3%	66.7%	0.0%	0.0%
All institutions	18.2%	80.4%	0.9%	0.5%
Innovative teaching methods				
Public research universities	84.6%	15.4%	0.0%	0.0%
Private research universities	25.0%	75.0%	0.0%	0.0%
Public comprehensive colleges*	65.6%	31.3%	3.1%	0.0%
Private comprehensive colleges*	71.0%	29.0%	0.0%	0.0%
Private liberal-arts colleges	69.2%	30.8%	0.0%	0.0%
Public 2-year institutions	71.4%	20.0%	5.7%	2.9%
Private 2-year institutions	66.7%	33.3%	0.0%	0.0%
All institutions	68.8%	27.7%	2.5%	1.0%
Traditional independent study (e.g., research projects, senior theses)				
Public research universities	3.8%	92.3%	0.0%	3.8%
Private research universities	0.0%	100.0%	0.0%	0.0%
Public comprehensive colleges*	6.3%	87.5%	6.3%	0.0%
Private comprehensive colleges*	25.8%	71.0%	3.2%	0.0%
Private liberal-arts colleges	15.1%	81.1%	3.8%	0.0%
Public 2-year institutions	14.3%	74.3%	8.6%	2.9%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	12.1%	81.6%	5.1%	1.2%
Nontraditional independent study (e.g., credit by examination)				
Public research universities	23.1%	61.5%	11.5%	3.8%
Private research universities	0.0%	87.5%	12.5%	0.0%
Public comprehensive colleges*	21.9%	65.6%	12.5%	0.0%
Private comprehensive colleges*	23.3%	76.7%	0.0%	0.0%
Private liberal-arts colleges	24.5%	67.9%	5.7%	1.9%
Public 2-year institutions	37.1%	51.4%	8.6%	2.9%
Private 2-year institutions	33.3%	66.7%	0.0%	0.0%
All institutions	28.6%	62.7%	7.1%	1.7%
Experiential learning (e.g. work-study, clinical training)				
Public research universities	38.5%	50.0%	7.7%	3.8%
Private research universities	37.5%	62.5%	0.0%	0.0%
Public comprehensive colleges*	37.5%	59.4%	3.1%	0.0%
Private comprehensive colleges*	38.7%	58.1%	0.0%	3.2%
Private liberal-arts colleges	35.8%	60.4%	3.8%	0.0%
Public 2-year institutions	40.0%	48.6%	8.6%	2.9%
Private 2-year institutions	33.3%	66.7%	0.0%	0.0%
All institutions	37.8%	56.0%	4.8%	1.5%
Average class size				
Public research universities	53.8%	42.3%	3.8%	—
Private research universities	25.0%	75.0%	0.0%	—

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Public Radio

Continued from Page 1

of directors to cope with financial problems that first became public in March when network officials reported that the network expected a shortfall of $2.8-million in this year's $26-million budget.

By the time of the annual Public Radio Conference in Minneapolis in April, estimates of the deficit had risen to $5.8-million. Last week, several station managers said that they had heard rumors that an audit of the network's books, to be made public this week, could show a deficit for fiscal 1983 of more than $10-million.

The revelation of the financial problems triggered a series of drastic steps at N.P.R. Frank Mankiewicz, president of the network since 1977, announced that he was resigning. The board of directors chose Mr. Bornstein, acting vice-chancellor for extension and acting director of the telecommunications division at the University of Wisconsin, to serve as chief operating officer for six months.

Shortly after his appointment in April, Mr. Bornstein announced that 84 N.P.R. staff members were being laid off and that the board had approved a budget for fiscal 1984 of $17.65-million, 35 per cent below this year's budget. The network had already eliminated 47 jobs in March.

The sharpest cuts came in N.P.R.'s performance department, which produces arts and cultural programs. That division's budget was slashed 79 per cent from an original total of $1.8-million this year to $400,000 for fiscal 1984.

In the process, the network eliminated support for two programs—"The Sunday Show" and "Jazz Alive." However, most observers expect "Jazz Alive" to be continued by a consortium of public-radio stations.

The smallest cuts were in the network's award-winning news and information department, which produces its two most popular programs—"All Things Considered" and "Morning Edition." The department's budget was cut by 15 per cent—from $5.3-million this year to $4.5-million in fiscal 1984.

Last month, N.P.R. also received a $500,000 short-term loan from the Corporation for Public Broadcasting simply to meet its end-of-the-month payroll.

Mr. Bornstein said last week that N.P.R. had ordered restrictions on travel and capital purchasing. "Cash flow will be a consistent problem for us for the remainder of this fiscal year," he added.

Assessments of the financial crisis at the network attribute the problems at least in part to poor management and to what one observer called the "undue optimism" of Mr. Mankiewicz and other officials about plans, developed in 1981, to make N.P.R. independent of government financing.

Faced with the Reagan Administration's desire to reduce federal support for public broadcasting, Mr. Mankiewicz decided to pursue an aggressive strategy of raising private money and starting profit-making business ventures. His goal was to make the network "independent" by 1987.

However, neither the fund-raising efforts nor the private ventures were as successful as quickly as N.P.R. officials had expected. With N.P.R.'s federal contribution declining—from $17.4-million in fiscal 1982 to $12.6-million this year—and with the outside ventures generating less income than anticipated, the network was left with its startling deficits.

In the meantime, several station managers said they were concerned about the impact of the network's financial crisis on their own stations.

"The stations are concerned about preserving the quality, integrity, and even the length of 'All Things Considered' and 'Morning Edition,' " said Gary Shivers, manager of WUNC at the University of North Carolina.

However, Mr. Shivers added, "In most cases, the stations are relatively healthy financially. What concerns us is that the public-radio system continue to provide the broad services that have made it distinctive."

CHRONICLE SURVEY—Continued

Trends in Instruction *Continued from Page 8*

	Increased	No change	Decreased	Don't know
Average class size—Continued				
Public comprehensive colleges*	40.6%	56.2%	3.1%	—
Private comprehensive colleges*	12.9%	64.5%	22.6%	—
Private liberal-arts colleges	15.1%	69.8%	15.1%	—
Public 2-year institutions	48.6%	51.4%	0.0%	—
Private 2-year institutions	16.7%	66.7%	16.7%	—
All institutions	32.8%	59.4%	7.8%	—
Rigor of academic standards				
Public research universities	53.8%	46.2%	0.0%	—
Private research universities	25.0%	75.0%	0.0%	—
Public comprehensive colleges*	43.7%	56.2%	0.0%	—
Private comprehensive colleges*	35.5%	54.8%	6.5%	—
Private liberal-arts colleges	26.4%	73.6%	0.0%	—
Public 2-year institutions	40.0%	57.1%	2.9%	—
Private 2-year institutions	33.3%	66.7%	0.0%	—
All institutions	36.5%	61.6%	1.6%	—
Overall quality of learning environment				
Public research universities	46.2%	46.2%	7.7%	—
Private research universities	25.0%	75.0%	0.0%	—
Public comprehensive colleges*	50.0%	50.0%	0.0%	—
Private comprehensive colleges*	51.6%	45.2%	3.2%	—
Private liberal-arts colleges	41.5%	58.5%	0.0%	—
Public 2-year institutions	52.9%	47.1%	0.0%	—
Private 2-year institutions	66.7%	33.3%	0.0%	—
All institutions	49.8%	49.5%	0.7%	—

Student Services

	Increased	No change	Decreased	Don't know
Career counseling				
Availability of services				
Public research universities	19.2%	69.2%	7.7%	—
Private research universities	25.0%	62.5%	12.5%	—
Public comprehensive colleges*	34.4%	59.4%	6.3%	—
Private comprehensive colleges*	62.5%	37.5%	0.0%	—
Private liberal-arts colleges	55.8%	44.2%	0.0%	—
Public 2-year institutions	37.1%	60.0%	2.9%	—
Private 2-year institutions	33.3%	50.0%	16.7%	—
All institutions	41.8%	53.7%	4.3%	—
Frequency of use				
Public research universities	61.5%	34.6%	0.0%	3.8%
Private research universities	75.0%	12.5%	12.5%	0.0%
Public comprehensive colleges*	56.2%	31.3%	0.0%	12.5%
Private comprehensive colleges*	75.0%	21.9%	0.0%	3.1%
Private liberal-arts colleges	76.9%	21.2%	0.0%	1.9%
Public 2-year institutions	40.0%	57.1%	2.9%	0.0%
Private 2-year institutions	33.3%	50.0%	16.7%	0.0%
All institutions	55.6%	38.7%	3.0%	2.7%
Quality				
Public research universities	26.9%	61.5%	7.7%	3.8%
Private research universities	37.5%	50.0%	12.5%	0.0%
Public comprehensive colleges*	37.5%	46.9%	9.4%	6.3%
Private comprehensive colleges*	65.6%	31.3%	0.0%	3.1%
Private liberal-arts colleges	59.6%	40.4%	0.0%	0.0%
Public 2-year institutions	28.6%	71.4%	0.0%	0.0%
Private 2-year institutions	50.0%	33.3%	16.7%	0.0%
All institutions	42.8%	52.2%	3.7%	1.4%
Career placement				
Availability of services				
Public research universities	19.2%	73.1%	3.8%	3.8%
Private research universities	0.0%	100.0%	0.0%	0.0%
Public comprehensive colleges*	28.1%	65.6%	6.3%	0.0%
Private comprehensive colleges*	59.4%	40.6%	0.0%	0.0%
Private liberal-arts colleges	51.9%	48.1%	0.0%	0.0%
Public 2-year institutions	37.1%	54.3%	5.7%	2.9%
Private 2-year institutions	0.0%	80.0%	20.0%	0.0%
All institutions	36.4%	57.6%	4.8%	1.2%
Frequency of use				
Public research universities	57.7%	38.5%	0.0%	3.8%
Private research universities	50.0%	50.0%	0.0%	0.0%
Public comprehensive colleges*	53.1%	37.5%	0.0%	9.4%
Private comprehensive colleges*	68.8%	21.9%	6.3%	3.1%
Private liberal-arts colleges	61.5%	36.5%	0.0%	1.9%
Public 2-year institutions	48.6%	42.9%	5.7%	2.9%
Private 2-year institutions	0.0%	80.0%	20.0%	0.0%
All institutions	50.7%	41.6%	4.3%	3.3%
Quality				
Public research universities	30.8%	57.7%	7.7%	3.8%
Private research universities	37.5%	62.5%	0.0%	0.0%
Public comprehensive colleges*	31.3%	53.1%	9.4%	6.3%
Private comprehensive colleges*	65.6%	31.3%	0.0%	3.1%
Private liberal-arts colleges	51.0%	49.0%	0.0%	0.0%
Public 2-year institutions	45.7%	45.7%	5.7%	2.9%
Private 2-year institutions	20.0%	60.0%	20.0%	0.0%
All institutions	43.7%	48.5%	5.5%	2.4%
Nonacademic programs for women				
Availability of services				
Public research universities	38.5%	53.8%	3.8%	3.8%
Private research universities	12.5%	75.0%	0.0%	12.5%
Public comprehensive colleges*	37.5%	56.2%	3.1%	3.1%
Private comprehensive colleges*	34.4%	65.6%	0.0%	0.0%
Private liberal-arts colleges	32.0%	66.0%	0.0%	2.0%

Student Services *Continued*

	Increased	No change	Decreased	Don't know
Nonacademic programs for women				
Availability of services				
Public 2-year institutions	28.6%	60.0%	8.6%	2.9%
Private 2-year institutions	16.7%	83.3%	0.0%	0.0%
All institutions	30.0%	63.8%	3.7%	2.5%
Frequency of use				
Public research universities	42.3%	50.0%	0.0%	7.7%
Private research universities	12.5%	62.5%	12.5%	12.5%
Public comprehensive colleges*	28.1%	53.1%	3.1%	15.6%
Private comprehensive colleges*	28.1%	65.6%	3.1%	3.1%
Private liberal-arts colleges	26.5%	67.3%	0.0%	6.1%
Public 2-year institutions	37.1%	48.6%	11.4%	2.9%
Private 2-year institutions	16.7%	83.3%	0.0%	0.0%
All institutions	30.1%	58.9%	5.3%	5.7%
Quality				
Public research universities	34.6%	57.7%	0.0%	7.7%
Private research universities	25.0%	62.5%	0.0%	12.5%
Public comprehensive colleges*	28.1%	53.1%	3.1%	15.6%
Private comprehensive colleges*	31.3%	65.6%	0.0%	3.1%
Private liberal-arts colleges	24.5%	71.4%	0.0%	4.1%
Public 2-year institutions	28.6%	57.1%	11.4%	2.9%
Private 2-year institutions	16.7%	83.3%	0.0%	0.0%
All institutions	26.9%	63.3%	4.6%	5.3%
Nonacademic programs for minorities				
Public research universities	26.1%	69.6%	0.0%	4.3%
Private research universities	14.3%	85.7%	0.0%	0.0%
Public comprehensive colleges*	12.9%	80.6%	3.2%	3.2%
Private comprehensive colleges*	20.0%	76.7%	3.3%	0.0%
Private liberal-arts colleges	19.6%	80.4%	0.0%	0.0%
Public 2-year institutions	10.0%	70.0%	10.0%	10.0%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	13.4%	78.3%	4.2%	4.1%
Psychological counseling				
Availability of services				
Public research universities	15.4%	73.1%	7.7%	3.8%
Private research universities	37.5%	50.0%	12.5%	0.0%
Public comprehensive colleges*	15.6%	78.1%	3.1%	3.1%
Private comprehensive colleges*	34.4%	62.5%	0.0%	3.1%
Private liberal-arts colleges	23.1%	71.2%	3.8%	1.9%
Public 2-year institutions	11.4%	80.0%	0.0%	8.6%
Private 2-year institutions	16.7%	83.3%	0.0%	0.0%
All institutions	18.4%	75.1%	2.1%	4.4%
Frequency of use				
Public research universities	38.5%	50.0%	3.8%	7.7%
Private research universities	62.5%	25.0%	12.5%	0.0%
Public comprehensive colleges*	28.1%	65.6%	0.0%	6.3%
Private comprehensive colleges*	62.5%	34.4%	0.0%	3.1%
Private liberal-arts colleges	23.1%	67.3%	3.8%	5.8%
Public 2-year institutions	17.1%	71.4%	0.0%	11.4%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	25.1%	66.4%	1.5%	7.0%
Quality				
Public research universities	30.8%	61.5%	3.8%	3.8%
Private research universities	25.0%	62.5%	12.5%	0.0%
Public comprehensive colleges*	12.5%	78.1%	0.0%	9.4%
Private comprehensive colleges*	37.5%	56.3%	3.1%	3.1%
Private liberal-arts colleges	21.2%	76.9%	0.0%	1.9%
Public 2-year institutions	14.3%	74.3%	2.9%	8.6%
Private 2-year institutions	50.0%	50.0%	0.0%	0.0%
All institutions	22.4%	70.4%	1.9%	5.3%
Health services				
Availability of services				
Public research universities	15.4%	69.2%	11.5%	3.8%
Private research universities	12.5%	87.5%	0.0%	0.0%
Public comprehensive colleges*	12.5%	81.2%	3.1%	3.1%
Private comprehensive colleges*	18.8%	78.1%	3.1%	0.0%
Private liberal-arts colleges	15.4%	84.6%	0.0%	0.0%
Public 2-year institutions	6.5%	87.1%	0.0%	6.5%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	10.7%	85.2%	1.3%	2.9%
Frequency of use				
Public research universities	30.8%	61.5%	3.8%	3.8%
Private research universities	12.5%	87.5%	0.0%	0.0%
Public comprehensive colleges*	21.9%	59.4%	3.1%	15.6%
Private comprehensive colleges*	21.9%	68.8%	6.3%	3.1%
Private liberal-arts colleges	17.6%	78.4%	2.0%	2.0%
Public 2-year institutions	9.7%	80.6%	0.0%	9.7%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	14.8%	77.0%	1.7%	6.5%
Quality				
Public research universities	26.9%	65.4%	0.0%	7.7%
Private research universities	12.5%	87.5%	0.0%	0.0%
Public comprehensive colleges*	25.0%	56.2%	6.3%	12.5%
Private comprehensive colleges*	18.8%	78.1%	3.1%	0.0%
Private liberal-arts colleges	13.7%	86.3%	0.0%	0.0%
Public 2-year institutions	6.5%	83.9%	0.0%	9.7%
Private 2-year institutions	0.0%	100.0%	0.0%	0.0%
All institutions	12.7%	80.6%	1.2%	5.5%

* Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.

Note: Survey data are based on responses from a stratified random sample of 150 public and 150 private institutions. The approximate response rate was 75 per cent. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

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